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ABSTRACT

This report presents findings of an evaluation study of the District of Columbia's special education service delivery model (SDM) which focuses on decentralization, to school-based teams, of the processes of identification, assessment, and placement of special education students. The SDM was initially implemented as a pilot project with 40 schools across educational levels including one special education center. The SDM currently involves a two-step training process--first training school representatives to be "trainers" and then training of local school staff by these trainers. The evaluation study surveyed the principals and staff of the 40 schools and found that all schools had successfully implemented the new SDM with regard to staffing and operational structure. The following recommendations were made: (1) all school staff should receive further formal training concerning the SDM; (2) all school staff should become more familiar with their specific roles in the SDM; (3) training should put more emphasis on the availability of school resources needed to implement the SDM; (4) formal training should stress the utility of the SDM in the identification, assessment, and placement of special education students in a collaborative and timely fashion; and (5) the "train-the-trainer" model utilized should be reexamined. An appendix provides 29 tables detailing the study's findings. (DB)

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District of Columbia Public Schools

EVALUATION OF TRAINING FOR THE SPECIAL EDUCATION SERVICE DELIVERY MODEL

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EVALUATION OF TRAINING FOR THE SPECIAL EDUCATION SERVICE DELIVERY MODEL

(Executive Summary)

The D.C. Public Schools' (DCPS) new service delivery model (SDM) for special education and related services was developed as a strategy to improve the overall quality of and service delivery to special education students. The primary goal of the new SDM is to place more responsibilities with local schools in the identification, assessment and placement of special education students. It is anticipated that "decentralization" of these critical processes will make the delivery of special education services more effective and more time efficient.

The operational structure of the SDM encompasses two collaborative school-based teams: (1) the Building Level Team (BLT); and (2) the Building Level Multidisciplinary Team (BLMDT). According to the proposed guidelines, the building teams are to: (a) provide a method to analyze learning and appropriately program for students; (b) provide a forum for problem solving and early intervention in regular education; and (c) provide an opportunity to plan an appropriate education program in the least restrictive environment when an educational disability is suspected or confirmed by the BLMDT.

EVALUATION OBJECTIVES

As a pilot project, the initial implementation of the new SDM included 40 local schools across educational levels, including one special education center. Training for the pilot project consisted of two phases: (1) training school representatives to be "trainers," as conducted by the DCPS Special Education Branch (LEA); and (2) training local school staff, as conducted by the school "trainers." Phase I of the training process commenced in March 1992 and, as observed by the DCPS Research and Evaluation Branch, was well organized, efficient and well received by the school representatives. The functional adequacy of the training model was reflected in the positive comments and feedback of school representatives during the Phase I training. Phase II was formally conducted with local school staff throughout school year 1992-93, and is the focus of the present evaluation. Feedback and recommendations generated here will be offered to strengthen the training process for the full (system-wide) implementation of the new SDM.

DISCUSSION OF FINDINGS

Administrative Compliance

The evaluation revealed that schools' compliance with the operational structure of the new SDM was on target, with some schools having the building teams in place for as long as six years. The timely implementation of the SDM demonstrates the success of a service delivery model designed around service delivery processes already in operation. Also, the composition of staff appointed to the building teams demonstrates administrators' commitment to the collaborative nature of the new SDM.

Training Outcomes

Attitudes Toward SDM. In general, the assessment determined that the more training received by staff, the more optimistic their attitudes, which applauds the training process in shaping staff perceptions and acceptance of the new model. However, this was found to be true for staff at the elementary level more so than the secondary level. Since significant differences were not found in the amount of training received at the two school levels, such skepticism is likely due to the secondary staff's greater perceived need for additional school resources, particularly resource personnel such as counselors, psychologists and social workers. Both principals and staff perceived the need for additional school resources in order to implement the new SDM, particularly at the secondary school level. Also, principals were slightly more optimistic than school staff regarding the utility of the new SDM in student identification, assessment and placement.

Awareness of Roles. As a result of their formal training in the SDM, school staff generally felt they understood the training information, but most reported that not enough information was presented during their training. The level of staff knowledge regarding specific role responsibilities was found to be directly related to the amount of formal training received, although role awareness appeared to be generally low for all staff. In group comparisons, classroom teachers, non-team members, and elementary staff demonstrated the lowest levels of role awareness. However, even among staff receiving the greatest amount of training, those not serving on one of the building teams were less certain about their specific involvement in the SDM.

Additional Training Needs. This assessment further revealed that schools provided staff a minimal amount of formal training, particularly classroom teachers not appointed to a building level team. The level of training afforded to non-team members, who primarily consisted of classroom staff, seems inadequate since the initial identification and intervention procedures of the new

SDM rely heavily upon the classroom teacher. Most staff appointed to building teams also received minimal hours of formal training in spite of their critical roles throughout the student assessment and placement process.

While most of the school-based teams were operating prior to the implementation of the new SDM, staff attitudes and lack of knowledge regarding their own involvement in specific aspects of the new SDM reflect the need for further training in the local schools. Both staff and school principals acknowledged the need for further staff training. In the absence of additional training and clarification of responsibilities, it is likely that implementation of the new SDM will require the continued involvement of the Special Education Branch (LEA) central administration in a capacity beyond that recommended in the SDM.

CONCLUSIONS AND RECOMMENDATIONS

In sum, it was found that all schools had successfully implemented the new SDM with regard to the staffing and operational structure. However, the amount of training provided to staff in procedures and guidelines of the new SDM, particularly classroom teachers, was minimal. While the quality and presentation of information afforded to staff during training seemed sufficient, the amount of time schools devoted to the formal training process was inadequate for staff to clearly assimilate their specific roles and responsibilities. The effectiveness of the training process was found to be directly related to the amount of time staff spent in formal training--the more training received, the more positive their attitudes about the new SDM and the greater their awareness of responsibilities. Both the principals and staff perceived the need for additional training and school resources in order to effectively implement the new SDM.

Due to the numerous procedures and guidelines encompassed by the new SDM and the level of independence to which schools are expected to adhere in implementing the model, it is imperative that adequate time and attention be devoted to this training process. Based on these findings, the following recommendations are offered:

(1) all school staff should receive further formal training in the procedures and guidelines of the new SDM, particularly staff not appointed to the building teams;

(2) all school staff, especially classroom teachers not appointed to teams, should be given opportunities to become more familiar with their specific roles in the SDM;

(3) during formal training, more emphasis should be placed on the availability of school resources needed to implement the SDM in the local schools;

(4) during formal training, more emphasis should be placed on the utility of the SDM in the identification, assessment and placement of special education students in a more collaborative and timely manner; and

(5) in order to maximize staff training efforts in local schools, the "train-the-trainer" model utilized in this training process should be reexamined, with particular attention given to the amount of time available for school trainers to train staff formally in view of their other demanding responsibilities.

TABLE OF CONTENTS

	page(s)
Executive Summary	i-iv
Evaluation Objectives	1
Evaluation Survey	2
Evaluation Findings:	
School Implementation of the New Service Delivery Model	3
Impact of Training	7
Additional Training Needs	13
Summary of Implementation and Training Outcome	17
Discussion of Findings	19
Conclusions and Recommendations	21
Reference	22

APPENDIX:

Tables A-1 through A-29	24-52

LIST OF TABLES

Table 1a
Staff Composition of Building Teams
as Reported by Principals 4

Table 1b
Building Team Membership
by Staff Position 5

Table 2
Hours of Formal Training Received
by Principals and School Staff 6

Table 3
Opinions of School Principals
Toward the Service Delivery Model 8

Table 4
Opinions of School Staff
Toward the Service Delivery Model 10

Table 5
Differences in Staff Attitudes
Toward the Service Delivery Model 11

Table 6
Differences in Staff Awareness
of Role Responsibilities 12

Table 7
Staff Training Needs Identified
by School Principals 13-14

Table 8
Staff Training Needs Identified
by School Staff 15-16

Table 9
Differences in Training Needs
Identified by School Staff 17

Table 10a
Relationship Between Training Level,
Training Outcome and Personal Factors 18

Table 10b
Independent Relationships of Training
Outcome to Level of Training and Staffing 19

LIST OF TABLES (continued)

Table A-1
Survey Respondents by Staff Position 24

Table A-2
Staff Participation in Formal Training
by Staff Position 24

Table A-3
Staff Participation in Formal Training
by Building Team Membership 25

Table A-4
Staff Participation in Formal Training
by School Level Assignment 25

Table A-5
Hours of Formal Training among
Non-Members and Building Team Members 26

Table A-6
Hours of Formal Training among
Classroom and Resource Staff Position 26

Table A-7
Hours of Formal Training among
Elementary and Secondary Staff 27

Table A-8
Perceived Adequacy of School Resources among
Non-Members and Building Team Members 27

Table A-9
Perceived Adequacy of School Resources among
Classroom and Resource Staff 28

Table A-10
Perceived Adequacy of School Resources among
Elementary and Secondary Staff 28

Table A-11
Opinions of Classroom Teachers
Toward the Service Delivery Model 29

Table A-12
Opinions of Special Education Teachers
Toward the Service Delivery Model 30

LIST OF TABLES (continued)

Table A-13
Opinions of School Psychologists
Toward the Service Delivery Model 31

Table A-14
Opinions of School Social Workers
Toward the Service Delivery Model 32

Table A-15
Opinions of Academic Counselors
Toward the Service Delivery Model 33

Table A-16
Level of Training Understood by
Non-Members and Building Team Members 34

Table A-17
Level of Training Understood by
Classroom and Resource Staff 34

Table A-18
Level of Training Understood by
Elementary and Secondary Staff 35

Table A-19
Belief that Enough Training Information was Presented
among Non-Members and Building Team Members 35

Table A-20
Belief that Enough Training Information was Presented
among Classroom and Resource Staff 36

Table A-21
Belief that Enough Training Information was Presented
among Elementary and Secondary Staff 36

Table A-22
Awareness of Role Responsibilities among
Non-Members and Building Team Members 37-38

Table A-23
Awareness of Role Responsibilities by
Classroom Staff Position 39-40

Table A-24
Awareness of Role Responsibilities among
Elementary and Secondary Staff 41-42

LIST OF TABLES (continued)

Table A-25
Staff Training Needs Identified by
Classroom Teachers 43-44

Table A-26
Staff Training Needs Identified by
Special Education Teachers 45-46

Table A-27
Staff Training Needs Identified by
School Psychologists 47-48

Table A-28
Staff Training Needs Identified by
Social Workers 49-50

Table A-29
Staff Training Needs Identified by
Academic Counselors 51-52

LIST OF FIGURES

Figure 1
Resource Needs Identified by
Local School Principals 7

Figure 2
Changes Needed to Implement
The Service Delivery Model 7

Figure 3
Resource Needs Identified by
Local School Staff 9

INTRODUCTION

The D.C. Public Schools (DCPS) new service delivery model (SDM) for special education and related services was developed as a strategy to improve the overall quality and service delivery to special education students. The primary goal of the new SDM is to place more responsibilities with local schools in the identification, assessment and placement of special education students. It is anticipated that "decentralization" of these critical processes will make the delivery of special education services more effective and more time efficient.

The operational structure of the new SDM encompasses two collaborative school-based teams: (1) the Building Level Team (BLT) composed of members of the school-based staff, as designated by the principal, who have a particular expertise in problem solving and classroom instruction to meet individual student needs; and (2) the Building Level Multidisciplinary Team (BLMDT) composed of the local school principal, a special education teacher, a student's classroom teacher(s), qualified examiner(s) as appropriate (i.e., school psychologist, speech/language therapist), and the parent(s).

According to the proposed guidelines of the new SDM (DCPS, 1992), the building teams are to: (a) provide a method to analyze learning and appropriately program for students; (b) provide a forum for problem solving and early intervention in regular education; and (c) provide an opportunity to plan an appropriate education program in the least restrictive environment when an educational disability is suspected or confirmed by the BLMDT.

EVALUATION OBJECTIVES

As a pilot project, the initial implementation of the new SDM included 40 local schools across all educational levels: 27 elementary schools, 7 junior high schools, 5 senior high schools and 1 special education center. Training for the pilot project consisted of two phases: (1) training school representatives to be "trainers", as conducted by the DCPS Special Education Branch (LEA); and (2) training local school staff, as conducted by the school "trainers". The Phase I training of school "trainers" commenced in March 1992 and, as observed by the DCPS Research and Evaluation Branch, was well organized, efficient and well received by the school representatives. The functional adequacy of this training model was reflected in the positive comments and feedback of school representatives during the Phase I training. Phase II was formally conducted with local school staff throughout school year 1992-93 and is the focus of the present

evaluation. Feedback and recommendations generated here will be offered to strengthen the training process for the full (system-wide) implementation of the new SDM.

The primary objective of this evaluation was to assess the impact of training on participating schools by examining: (a) schools' compliance with the operational structure required by the new service model; (b) staff awareness of their own roles and responsibilities (c) and staff awareness of school resources. This assessment further examined aspects of the training process that would most likely explain the training outcome, such as the amount of formal training received by schools and the adequacy of the information disseminated. Also, since the training process was expected to enhance schools' perceptions of the service model, this evaluation assessed the attitudes of school staff with regard to the model's utility and efficiency.

EVALUATION SURVEY

Surveys were administered to the 40 pilot schools during the second semester of school year 1992-93. Information was obtained from principals and selected members of their school staff. Staff surveys were completed by school-based and non-school-based resource staff (i.e., special education teachers, school psychologists, social workers and academic counselors) and a sample of classroom teachers. Ten percent (10%) of the classroom teachers in the 40 pilot schools, stratified by grade level, were randomly selected for participation.

Characteristics of Survey Participants

Principals. Survey responses were received from 25 of the 40 (62.5%) school principals participating in the pilot project. The majority (72%; n=18) of the principals completing surveys were assigned to elementary schools, one-fifth (20%; n=5) were at junior high schools, and the senior high schools and special education centers were each represented by one principal.

School principals responding in this assessment had been employed in the field of education an average of 27.5 years, with one-third (32%; n=8) employed in the field for 30 or more years. They had been employed in DCPS an average of 24.8 years, and more than one-fourth (24%; n=6) had been employed with the DCPS 30 or more years. The average length of time serving as a DCPS principal was 8.2 years, with 20.0% (n=5) serving in this role for 15 or more years.

Staff. Responding staff were located in 35 of the 40 pilot schools (N=303), and included 189 classroom teachers (64.3%), 56 special education teachers (19.0%), and 49 additional resource staff (16.6%) (see Appendix - Table A-1). Surveys were completed

by nearly one-half (49.6%) of the classroom teachers initially selected for participation in the assessment, and by 50.9% of the special education teachers serving the pilot schools. Slightly more than one-half (57.6%) of the other resource staff serving the pilot schools also responded. The distribution of staff responding across school levels was similar to the general distribution of staff involved in the pilot project--72.6% elementary and 27.4% secondary (see also Table A-1).

School staff responding to the survey had been employed in the field of education an average of 18.3 years and employed with DCPS an average of 15.7 years. Slightly more than one-third (36.0%) of the staff respondents had been assigned to either the BLT or BLMDT at their respective schools. Also, three-fourths of all responding staff assigned to the BLTs (67 out of 87) were additionally assigned to their schools' BLMDT.

EVALUATION FINDINGS

The distribution of survey responses received across the pilot schools suggests the evaluation findings can, to a reliable degree, be generalized to the total population included in the pilot project. The evaluation data also reflect responses of principals and school staff with many years of tenure in the field of education and in DCPS, which imply the evaluation participants are generally experienced in the dynamics of systemic change and the accompanying training for new models such as the new SDM. However, tenure related factors were found to be irrelevant to the outcomes of this training process which reflect equity in the access and assimilation of information along the lines of staff tenure.

School Implementation of the New Service Delivery Model (SDM)

The level of implementation of the new SDM was reflected in schools' compliance with the required operational structure of the model and schools' commitment to staff training in roles, procedures and guidelines.

Level of School Compliance

All (100%) school principals indicated they had appointed both a BLT and BLMDT in their school, with 40% (n=10) indicating each of their teams had been in operation between 2 and 6 years. The majority (88% to 96%) of principals indicated their BLTs were comprised of one or more classroom teachers, special education teachers and academic counselors (see Table 1a), with nearly one-fourth (24%; n=6) of the principals indicating that more than one of these staff positions, each, had been assigned to the team. Nearly three-fourths (72%; n=18) indicated that one or more social workers had also been assigned to the BLT and 60% (n=15)

reported they had assigned one or more school psychologists. The majority of principals (84% to 92%) further indicated one or more special education teacher(s), counselor(s), social worker(s) and psychologist(s) had been assigned to the BLMDT, and two-thirds (68%; n=17) reported that one or more classroom teachers had also been assigned (see also Table 1a).

TABLE 1a

STAFF COMPOSITION OF BUILDING TEAMS AS REPORTED BY PRINCIPLES

	Number of Staff Assigned				
	0	1	2	3	4
	Percent Response (by Principals)				
Building Level Team (BLT)					
Classroom Teachers	12.0	52.0	36.0	0.0	0.0
Special Education Teachers	8.0	52.0	32.0	8.0	0.0
School Psychologists	40.0	52.0	8.0	0.0	0.0
Academic Counselors	4.0	72.0	20.0	0.0	4.0
Social Workers	28.0	60.0	12.0	0.0	0.0
Other Staff	40.0	40.0	8.0	12.0	0.0
Building Level Multidisciplinary Team (BLMDT)					
Classroom Teachers	32.0	56.0	12.0	0.0	0.0
Special Education Teachers	8.0	72.0	12.0	8.0	0.0
School Psychologists	16.0	80.0	4.0	0.0	0.0
Academic Counselors	8.0	84.0	8.0	0.0	0.0
Social Workers	16.0	80.0	4.0	0.0	0.0
Other Staff	36.0	24.0	16.0	20.0	4.0

Principals indicated other staff would also be assigned to the building teams, including nurses, speech pathologists, occupational therapists, special education coordinators, ESL teachers and academic case managers. The total number of staff that principals had appointed to the BLTs ranged from 2 to 11,

and similarly, staff appointed to the BLMDTs ranged from 2 to 11. The majority (80%; n=20) of the principals indicated they would be serving on the BLMDTs, and those not serving would instead appoint an assistant principal.

The surveys revealed that slightly more than one-half (52.6%) of the responding BLT members were classroom teachers, while the majority (87.4%) of the responding BLMDT members were resource personnel (see Table 1b). Also, it was found that only 10.7 % of the non-team members were resource staff.

TABLE 1b

BUILDING TEAM MEMBERSHIP BY STAFF POSITION

	Classrm Tchers (n=189)	Spec Ed Tchers (n=56)	School Psychs (n=22)	Academic Cnslrs (n=17)	Social Workrs (n=10)
			Percent		
Non-Members (n=188)	89.3	9.6	0.0	1.1	0.0
a/ BLT (n=19)	52.6	31.6	5.3	10.5	0.0
b/ BLMDT (n=87)	12.6	36.8	18.4	20.7	11.5
c/ TOTAL STAFF (n=294)	64.3	19.0	5.8	7.5	3.4

CHI-SQUARE:	Value	DF	Significance
	185.67	8	.000

a/ comprised of staff assigned to BLT only

b/ comprised of staff assigned to both BLMDT and BLT (75.7%; n=67), and staff assigned to BLMDT only (24.3%; n=20)

c/ 9 staff members could not be identified by staff position and were omitted

Level of School Training

Two (8.0%) principals reported they had received no formal training in the new SDM, while slightly more than one-half (52%; n=13) indicated they had received 1-4 hours (see Table 2). Forty percent (40%; n=8) of the principals received between 5 and 20 hours of formal training.

TABLE 2

HOURS OF FORMAL TRAINING RECEIVED BY PRINCIPALS AND SCHOOL STAFF

	Training Hours				
	None	1-4	5-8	9-20	> 20
	Percent				
PRINCIPALS	8.0	52.0	28.0	12.0	0.0
SCHOOL STAFF					
Classroom Teachers	61.9	29.1	4.8	3.2	1.1
Special Education Teachers	25.0	44.6	16.1	10.7	3.6
School Psychologists	11.8	41.2	23.5	23.5	0.0
Academic Counselors	36.4	27.3	22.7	9.1	4.5
Social Workers	10.0	60.0	30.0	0.0	0.0
TOTAL STAFF	48.5	33.3	10.2	6.3	1.7

Only slightly more than one-half (54.6%) of the school staff reportedly participated in formal training for the new SDM, with more than one-half (58.8%) of classroom teachers being non-participants (see Appendix, Table A-2). However, most (82.5%) of the staff assigned to the building teams did receive formal training in the new model (see Appendix, Table a-3). The majority of the staff who received training received 8 hours or less (see Table 2), while the majority of the BLT members (93.8%) and three-fourths (79.8%) of the BLMDT members also received 8 hours or less (see Appendix, Table A-5).

Significant differences were found in the amount of training

received by staff depending upon their team member status (see also Appendix, Table A-5). Among those receiving training, 21.2% of non-team members received more than one-half day (4 hours) of formal training, while 43.8% of the BLT and 46.0% of the BLMDT members received more than one-half day. Significant differences were also found in the amount of training received by classroom teachers and resource staff; 45.1% of the resource staff, compared to 23.6% of the classroom teachers, received more than one-half day (see Appendix, Table A-6). Twenty percent (20%; n=5) of the principals confirmed that most classroom and special education teachers had not received any formal training in the new SDM.

Impact of Training

Attitudes Toward SDM

Principals' Attitudes. More than one-half (60%; n=15) of the principals perceived the inadequacy of their schools' resources to fully implement the new service delivery model. The largest proportion of principals felt they would need more resource personnel (56%), and staff training (48%) (see Figure 1). In addition to resources, nearly one-half (48%; n=12) reportedly will reassign administrative duties of their school staff to implement the new model, and one-third (32%; n=8) of the principals will create special teams in addition to the BLT and BLMDT (see Figure 2).

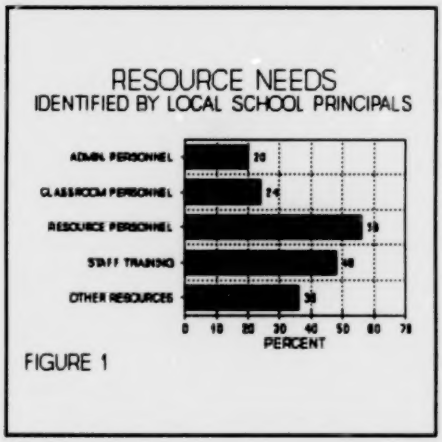

FIGURE 1

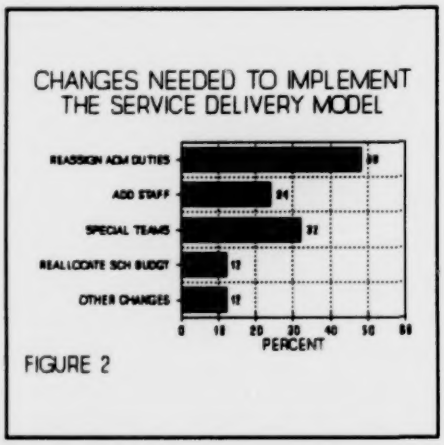

FIGURE 2

School principals were mixed in their views on the utility of the new SDM. As shown in Table 3, only slightly more than one-half (56%; n=14) believed the new model will definitely help identify more suitable alternatives to special education placement, and only 40% (n=10) felt the new model would help DCPS comply with state mandated standards in a more timely manner.

TABLE 3

OPINIONS OF SCHOOL PRINCIPALS
TOWARD THE SERVICE DELIVERY MODEL

SURVEY ITEM: Do you feel the new Service Delivery Model will:	Definitely Not	Somewhat	Definitely Yes	Not Sure
	Percent Response			
(a) help identify more suitable alternatives to special education placement	4.0	40.0	56.0	0.0
(b) permit special education placements to be determined more accurately	8.0	32.0	60.0	0.0
(c) permit special education placements to be made in a more timely manner	8.0	44.0	40.0	8.0
(d) permit parents to have more involvement in the screening and assessment process	0.0	28.0	60.0	12.0
(e) permit parents to feel more comfortable with the placement process	0.0	40.0	52.0	8.0
(f) allow students to be mainstreamed more quickly	4.0	20.0	64.0	12.0
(g) allow students to be mainstreamed more comfortably	4.2	33.3	54.2	8.3
(h) place an unwarranted amount of responsibility on the school staff	12.0	40.0	48.0	0.0
(i) require special education centers to provide adequate assistance to schools	28.0	24.0	44.0	4.0
(j) help DCPS comply with state standards in a more timely manner	4.0	40.0	40.0	16.0

To obtain a composite of principals' attitudes, their responses to the survey items pertaining to the overall usefulness of the new model were weighted and summed (i.e., "definitely yes" received 2 points, "somewhat" received 1 point, "definitely not" and "unsure" received 0 points; the sum of response points across all items were computed as a percentage of the total possible points; and negatively phrased items were reversed in point values). On the composite scale ranging from 0-100, principals seemed to be more positively inclined toward the new SDM with a weighted average of 65.0.

Staff Attitudes. Nearly three-fourths (70.2%) of the staff surveyed were either uncertain or felt their school did not have adequate resources to implement the new service delivery model. One-third (36.3%) felt their school would require additional training and one-third (34.3%) felt their schools would require additional resource staff (i.e., psychologists, social workers and counselors) (see Figure 3). Staff further perceived the need for additional classroom personnel (24.1%), and more administrative personnel (11.2%). Significant differences were noted among the staff based on team membership, staff position, and school level assignment (see Appendix, Tables A-8 through A-10). Secondary school staff expressed the lowest level of confidence in the adequacy of school resources.

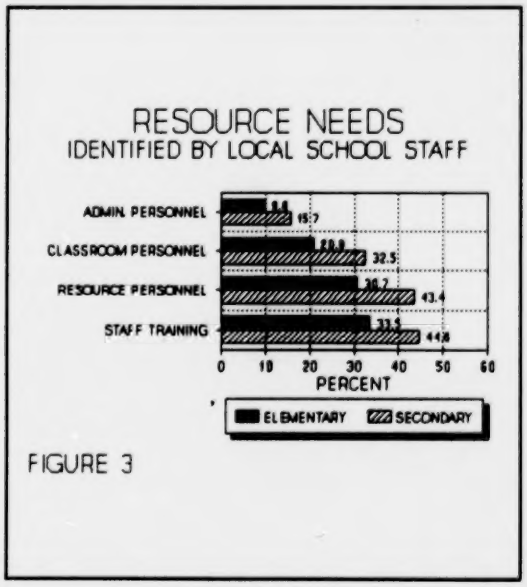

FIGURE 3

As seen in Table 4, staff were even less optimistic than principals about the utility of the new SDM. The responses of the staff regarding the overall utility of the new SDM were weighted, similar to the principals', on a scale of 0-100. The weighted average of their responses was 49.5, and reflects an overall neutral attitude toward the new model.

TABLE 4

OPINIONS OF SCHOOL STAFF
TOWARD THE SERVICE DELIVERY MODEL

SURVEY ITEM: Do you feel the new Service Delivery Model will:	Definitely Not	Somewhat	Definitely Yes	Not Sure
	Percent Response			
(a) help identify more suitable alternatives to special education placement	2.4	43.2	34.6	19.9
(b) permit special education placements to be determined more accurately	3.4	35.5	44.1	16.9
(c) permit special education placements to be made in a more timely manner	9.7	31.7	37.9	20.7
(d) permit parents to have more involvement in the screening and assessment process	2.1	33.6	42.2	22.1
(e) permit parents to feel more comfortable with the placement process	1.7	37.3	36.9	24.0
(f) allow students to be mainstreamed more quickly	7.3	34.7	34.7	23.3
(g) allow students to be mainstreamed more comfortably	2.7	39.5	32.0	25.8
(h) place an unwarranted amount of responsibility on on the school staff	10.0	34.9	33.9	21.1
(i) require special education centers to provide adequate assistance to schools	5.6	27.4	38.2	28.8
(j) help DCPS comply with state standards in a more timely manner	6.9	31.6	33.3	28.2

Significant differences were found between classroom teachers and resource staff on their attitudes towards the new SDM (means=46.64 and 57.00 respectively), with resource staff having more positive attitudes (see Table 5; see also Appendix, Tables A-11 through A-15). Differences were also found between the attitudes of staff based on team membership, with non-members having the least positive attitudes (mean=45.3), and between elementary and secondary staff (means=52.19 and 43.31 respectively), with elementary staff having more positive attitudes (see also Table 5).

Attitudes toward the new SDM were found to be related to the perceived need for additional resources; staff who felt their school did not have adequate resources or were uncertain, had significantly less positive attitudes towards the utility of the model than those who felt their school resources were adequate (see also Table 5).

TABLE 5

DIFFERENCES IN STAFF ATTITUDES TOWARD THE SERVICE DELIVERY MODEL

	Mean Score	F	Lev of Signif
TEAM MEMBERSHIP		5.91	.003
Non-Members	45.3		
BLT	56.2		
BLMDT	57.9		
STAFF POSITION		7.32	.007
Classroom Teachers	46.6		
Resource Staff	57.0		
SCHOOL LEVEL ASSIGNMENT		4.71	.031
Elementary Staff	52.1		
Secondary Staff	43.3		
PERCEPTION OF RESOURCES		23.45	.000
Uncertainty of Resources	41.9		
Adequate Resources	66.5		
Inadequate Resources	43.4		

NOTE: mean score scale = 0 - 100

Staff Awareness of Role Responsibilities

Only a small percentage (2.3%) of the staff who received training indicated they did not understand the training information at all, while nearly two-thirds (63.1%) reported a moderate or "somewhat" understanding of the information presented (see Appendix, Tables A-16 through A-18). The majority of all staff did report their awareness of the BLTs and BLMDTs in their school (87.1% and 83.6% respectively), but less than one-half (47.7%) of the participants receiving formal training felt enough information was presented to them (see Appendix, Tables A-19 through A-21).

To quantitatively assess the staff's level of awareness or understanding of their own specific responsibilities in the new SDM, they were asked to indicate whether they, depending upon their staff position or team membership, would be directly involved in specific processes. The "correctness" of their responses, as determined by their appropriate affirmative and negative responses based on the SDM guidelines (DCPS, 1992), was used as an indicator of their level of awareness. Overall, on a scale of 0-100, the staff received a role awareness score weighted at 44.3.

Significant differences were found between the levels of awareness of classroom teachers and resource staff (means=35.4 and 65.4, respectively), with classroom teachers showing less understanding of their SDM responsibilities (see Table 6).

TABLE 6

DIFFERENCES IN STAFF AWARENESS OF ROLE RESPONSIBILITIES

	Mean Score	F	Lev of Signif
TEAM MEMBERSHIP		58.16	.000
Non-Members	32.0		
BLT	47.5		
BLMDT	67.6		
STAFF POSITION		74.40	.000
Classroom Teachers	35.4		
Resource Staff:	65.4		
(Special Educ Tchrs $\bar{m}$=69.2)			
(School Pyschs $\bar{m}$=69.2)			
(Social Workrs $\bar{m}$=62.9)			
(Academic Cnslrs $\bar{m}$=56.1)			
SCHOOL LEVEL ASSIGNMENT		3.70	.050
Elementary Staff	42.2		
Secondary Staff	50.1		

NOTE: mean score scale = 0 - 100

Significant differences were also found between the role awareness levels of the BLT, BLMDT and non-members, with non-members having less role awareness, and between elementary school staff and secondary staff, with elementary staff having a slightly lower level of awareness. The percent of staff (by group) responding correctly to the survey items on role awareness is shown in the Appendix, Tables A-22 through A-24.

Additional Training Needs

Identified by Principals. Regarding the need for further training, principals indicated the majority of their staff needed "none" to a "moderate" level of training in the various areas of the service delivery model (see Table 7). Areas in which the greatest proportion of principals indicated that "intensive" staff training is needed included classroom referrals in crisis situations (44.0%), screening documentation required for formal assessment (44.0%), and the development of IEPs (40.0%). On a scale of 0-100, principals' perceptions of staff training needs were weighted at 47.5.

TABLE 7

STAFF TRAINING NEEDS IDENTIFIED BY SCHOOL PRINCIPALS

SDM AREA	None	Moderate	Intensive
	Percent Response		
(a) initial classroom interventions	20.0	56.0	24.0
(b) teacher consultations with peers	28.0	44.0	28.0
(c) classroom documentation for referrals to BLT	16.0	56.0	28.0
(d) classroom referrals in crisis situations	16.0	36.0	44.0
(e) parental input in initial intervention	28.0	60.0	12.0
(f) development of ISAPs	12.0	52.0	36.0
(g) screening documents for assessment	20.0	36.0	44.0
(h) parental notification and due process	36.0	52.0	12.0
(i) parental participation in screening process	44.0	44.0	12.0

(cont'd)

TABLE 7
(continued)

STAFF TRAINING NEEDS
IDENTIFIED BY SCHOOL PRINCIPALS

SDM AREA	None	Moderate	Intensive
		Percent Response	
(j) parental participation in formal assessment	40.0	48.0	12.0
(k) state mandated timelines	20.0	52.0	28.0
(l) qualified examiners for formal assessments	24.0	40.0	36.0
(m) state standards for eligibility	16.0	52.0	28.0
(n) documentation required to declare eligibility	20.0	52.0	28.0
(o) development of IEPS	24.0	36.0	40.0
(p) placement levels (Levels I, II, III)	28.0	52.0	20.0
(q) 30-day review after placement	24.0	44.0	32.0
(r) annual and/or "requested" placement reviews	28.0	52.0	20.0
(s) tri-ennial evaluation of placements	24.0	48.0	28.0
(t) parental input in tri-ennial evaluations	32.0	56.0	12.0
(u) documentation for tri-ennial evaluations	28.0	56.0	16.0
(v) mainstreaming referral process	48.0	40.0	12.0
(w) state standards on mainstreaming	28.0	60.0	12.0
(x) least restrictive environment	32.0	52.0	16.0
(y) transfers in/out of D.C. Public Schools	24.0	56.0	20.0
(z) non-school based resources	32.0	40.0	32.0
(aa) "related services" in special education	24.0	52.0	16.0

Identified by School Staff. Similar to principals, the greatest proportion of staff perceived that only a "moderate" level of additional training was needed in most areas of the SDM (see Table 8; see also Appendix, Tables A-25 through A-29). On the weighted scale of 0-100, the staff perceived their need for additional training at 39.8. Significant differences were found between the weighted averages of classroom teachers and resource staff on their perceived need for further training (means=45.71 and 22.86, respectively), with classroom teachers perceiving a greater need (see Table 9). Significant differences were also found between the training needs identified by the non-team members, BLT and BLMDT (mean=47.15, 28.04 and 23.41, respectively), with non-members perceiving a greater need (see also Table 9).

TABLE 8

STAFF TRAINING NEEDS IDENTIFIED BY SCHOOL STAFF

SDM AREA	None	Moderate	Intensive
	Percent Response		
(a) initial classroom interventions	48.5	39.3	12.2
(b) teacher consultations with peers	48.8	39.9	11.2
(c) classroom documentation for referrals to BLT	44.6	38.6	16.8
(d) classroom referrals in crisis situations	36.6	40.9	22.4
(e) parental input in initial intervention	44.6	40.6	14.9
(f) development of ISAPs	41.3	35.0	23.8
(g) screening documents for assessment	42.2	34.7	23.1
(h) parental notification and due process	50.8	33.3	15.8
(i) parental participation in screening process	48.2	35.0	16.8
(j) parental participation in formal assessment	46.9	35.0	18.2
(k) state mandated time-lines	44.6	30.7	24.8
(l) qualified examiners for formal assessments	44.6	28.1	27.4

(cont'd)

TABLE 8
(continued)

STAFF TRAINING NEEDS
IDENTIFIED BY SCHOOL STAFF

SDM AREA	None	Moderate	Intensive
	Percent Response		
(m) state standards for eligibility	40.9	34.3	24.8
(n) documentation required to declare eligibility	42.6	34.0	23.4
(o) development of IEPs	49.8	25.1	25.1
(p) placement levels Levels I, II,III)	43.6	31.0	25.4
(q) 30-day review after placement	46.2	30.7	23.1
(r) annual and/or "request-ed" placement reviews	50.8	27.1	22.1
(s) tri-ennial evaluation of placements	48.8	27.4	23.8
(t) parent input in tri-ennial evaluations	54.5	26.4	19.1
(u) documentation for tri-ennial evaluations	51.2	27.7	21.1
(v) mainstreaming referral process	45.5	35.0	19.5
(w) state standards on mainstreaming	41.9	34.7	23.4
(x) least restrictive environment	44.6	35.6	19.8
(y) transfers in/out of D.C.Public Schools	40.9	33.0	26.1
(z) non-school based resources	40.3	3.7	26.1
(aa) "related services" in special education	44.6	34.7	20.8

TABLE 9

DIFFERENCES IN TRAINING NEEDS
IDENTIFIED BY SCHOOL STAFF

	Mean Score	F	Lev of Signif
TEAM MEMBERSHIP		20.96	.000
Non-Members	47.1		
BLT Members	28.0		
BLMDT	23.4		
STAFF POSITION		35.29	.000
Classroom Teachers	45.7		
Resource Staff	22.8		
SCHOOL LEVEL ASSIGNMENT		1.27	n.s.
Elementary Staff	39.8		
Secondary Staff	35.0		

NOTE: n.s.= Non-significant; mean score scale = 0 - 100

Summary of Implementation and Training Outcomes

Correlational analyses revealed significant relationships between the amount of training received, attitudes and awareness of role responsibilities. As shown in Table 10a, staff receiving the greatest amount of training had more positive attitudes towards the new SDM (r=.293, p<.001) and perceived the need for less additional training (r=-.270, p<.001). Also, while a positive relationship was established between the amount of training and the level of role awareness (r=.225, p<.01), staff showing higher levels of awareness further perceived less adequacy in their school resources for implementing the new SDM (r=-.254, p<.01). Additional analyses (multiple regression), however, revealed that level of role awareness was most directly attributable to team membership status (see Table 10b).

No relationships were established between the training outcomes and tenure-related factors such as years employed in DCPS and years in the field of education.

TABLE 10a

RELATIONSHIP BETWEEN TRAINING LEVEL, TRAINING OUTCOME AND PERSONAL FACTORS

	Yrs DCPS	Yrs in Educ	Sch Lev	Hrs Train	Atti-tude	Aware-ness	Train Needs	Resource Adequacy
				Coefficients				
Yrs DCPS	1.00							
Yrs in Educ	*** .917	1.00						
Sch Lev	-.004	.052	1.00					
Hrs Train	.085	.118	.062	1.00				
Atti-tude	-.117	-.096	-.044	*** .293	1.00			
Aware-ness	-.071	-.092	*** .262	** .225	.117	1.00		
Train Needs	-.065	.002	-.068	*** -.270	-.098	** -.219	1.00	
Resource Adequacy	.046	.098	.021	-.095	*** -.269	** -.254	.117	1.00

LEGEND:

Yrs DCPS - number of years employed in DCPS
Yrs in Educ - number of years employed in field of education
Sch Lev - assigned to elementary or secondary school level
Hrs Train - hours participated in formal training for SDM
Attitude - perceived usefulness of SDM
Awareness - awareness/knowledge of responsibilities
Train Needs - perceived amount of additional training needed
Resource Adequacy - perceived adequacy of sch resources for SDM

NOTE: ** $p < .01$; *** $p < .001$

TABLE 10b

INDEPENDENT RELATIONSHIPS OF TRAINING OUTCOME TO LEVEL OF TRAINING AND STAFFING

Training Outcome	Hrs of Training	Team [a/] Membership	Staff [b/] Position	School Level	(R^2) Total Variance Accounted
		Beta Coefficients			
Role Awareness	.116	.555***	-.056	.081	42%
Attitude	.256**	.228	.116	-.058	11%
Additional Training Needs	-.187*	-.159	.234	.015	17%

a/ Building Team membership (1) vs. non-membership (0)
b/ Classroom teachers (1) vs. resource staff (0)

NOTE: * $p < .05$; ** $p < .01$; *** $p < .001$

In sum, participants receiving the greatest amount of training perceived the need for less additional training and had more positive attitudes towards the new SDM. Also, while the level of awareness was found to be related to the amount of training received, this relationship was contingent upon being a building team member, suggesting that non-team members who received a level of training similar to the team members were still less certain about their role responsibilities.

DISCUSSION OF FINDINGS

Administrative Compliance

The evaluation revealed that schools' compliance with the operational structure of the new SDM was on target, with some schools having the building teams in place for as long as six years. The timely implementation of the SDM demonstrates the success of a service delivery model designed around a service delivery process already in operation. Also, the composition of staff appointed to the building teams demonstrates administrators' commitment to the collaborative nature of the new SDM.

Training Outcomes

Attitudes Toward SDM. In general, the assessment determined that the more formal training received by staff, the more

optimistic their attitudes, which applauds the training process in shaping staff perceptions and acceptance of the new model. However, this was found to be true for staff at the elementary level more so than the secondary level. Since significant differences were not found in the amount of training received at the two school levels, such skepticism at the secondary level is likely due to the secondary staff's greater perceived need for additional school resources, particularly resource personnel such as counselors, psychologists and social workers. Both principals and staff perceived the need for additional school resources in order to implement the new SDM, particularly at the secondary school level. Also, principals were slightly more optimistic than school staff regarding the utility of the new SDM in student identification, assessment and placement.

Awareness of Roles. As a result of their formal training in the SDM, school staff generally felt they understood the training information, but most reported that not enough information was presented during their training. The level of staff knowledge regarding specific role responsibilities was found to be directly related to the amount of formal training received, although role awareness appeared to be generally low for all staff. In group comparisons, classroom teachers, non-team members, and elementary staff demonstrated the lowest levels of role awareness. However, even among staff receiving the greatest amount of training, those not serving on one of the building teams were less certain of their level of involvement in the SDM.

Additional Training Needs. This assessment further revealed that schools provided staff a minimal amount of formal training, particularly classroom teachers not appointed to a building team. The level of training afforded to non-team members, primarily consisting of classroom staff, seems inadequate since the initial identification and intervention procedures of the new SDM rely heavily upon the classroom teacher. Most other staff appointed to building teams also received minimal hours of formal training in spite of their critical roles throughout the student assessment and placement process.

Although most of the school-based teams were operating prior to the implementation of the new SDM, staff attitudes and lack of knowledge regarding their own involvement in specific aspects of the new SDM reflect the need for further staff training in the local schools. Both staff and school principals acknowledged the need for further staff training. In the absence of additional training and clarification of responsibilities, it is likely that implementation of the new SDM will require the continued involvement of the Special Education Branch (LEA) central administration in a capacity beyond that recommended in the SDM.

CONCLUSIONS AND RECOMMENDATIONS

In sum, it was found that all schools had successfully implemented the new SDM with regard to the operational structure. However, the amount of training provided to staff in procedures and guidelines of the new SDM, particularly classroom teachers, was minimal. While the quality and presentation of information afforded to staff during training seemed sufficient, the amount of time schools devoted to the formal training process was inadequate for staff to clearly assimilate their specific roles and responsibilities. The effectiveness of the training process was found to be directly related to the amount of time participants spent in formal training--the more training received, the more positive the attitude about the new SDM and the greater the awareness of responsibilities. Both the principals and staff perceived the need for additional training and school resources in order to effectively implement the new SDM.

Due to the numerous procedures and guidelines encompassed by the new SDM and the level of independence schools are expected to maintain in implementing the model, it is imperative that adequate time and attention be devoted to this training process. Based on these findings, the following recommendations are offered:

(1) all school staff should receive further formal training in the procedures and guidelines of the new SDM, particularly staff not appointed to the building teams;

(2) all school staff, especially classroom teachers not appointed to teams, should be given opportunities to become more familiar with their specific roles in the SDM, particularly intervention and prevention services;

(3) during formal training, more emphasis should be placed on the availability of school resources needed to implement the SDM in the local schools; schools should receive particular training and encouragement to appropriately modify SDM processes and procedures to compensate for the scarcity of school resources;

(4) during formal training, more emphasis should be placed on the utility of the SDM in the identification, assessment and placement of special education students in a more collaborative and timely manner; and

(5) in order to maximize staff training efforts in local schools, the "training of the trainer" model utilized in this training process should be reexamined, with particular attention given to the amount of time available for school trainers to train staff formally in view of their other demanding responsibilities.

REFERENCE

D.C. Public Schools (DCPS) (March, 1992) Special Education Service Delivery Model. Washington, D.C.: Special Education Branch, LEA.

APPENDIX

TABLE A-1

SURVEY RESPONDENTS BY STAFF POSITION

	Classrm Tchers (n=189)	Spec Ed Tchers (n=53)	Acadmc Cnslrs (n=32)	School Psychs (n=16)	Social Workrs (n=9)
			Percent		
Elementary Staff (n=209)	72.7	13.4	5.7	4.8	3.3
Secondary Staff (n=80)	46.3	31.3	12.5	7.5	2.5
TOTAL	65.4	18.3	7.6	5.5	3.1

CHI-SQUARE:	Value	DF	Significance
	19.737	4	.000

NOTE: Total staff surveyed=303; 14 Staff were not identified by staff position and/or school level, thus were omitted from table breakdown

TABLE A-2

STAFF PARTICIPATION IN FORMAL TRAINING BY STAFF POSITION

	Yes	No
	Percent	
Classroom Teachers (64.5)	41.2	58.8
Special Education Teachers (91.1)	79.6	20.4
Academic Counselors (7.4)	71.4	28.6
School Psychologists (5.7)	87.5	12.5
Social Workers (3.2)	77.8	22.2
TOTAL	54.6	45.4

CHI-SQUARE:	Value	DF	Significance
	40.5	4	.000

TABLE A-3

STAFF PARTICIPATION IN FORMAL TRAINING
BY BUILDING TEAM MEMBERSHIP

	Yes	No
	Percent	
Non-Membership (64.0)	37.8	62.3
BLT (6.6)	84.2	15.8
BLMDT (29.4)	84.7	15.3
TOTAL	54.7	45.3

CHI-SQUARE:	Value	DF	Significance
	63.40	2	.000

TABLE A-4

STAFF PARTICIPATION IN FORMAL TRAINING
BY SCHOOL LEVEL ASSIGNMENT

	Yes	No
	Percent	
Elementary Staff (71.8)	52.5	47.5
Secondary Staff (28.2)	57.5	42.5
TOTAL	53.9	46.1

CHI-SQUARE:	Value	DF	Significance
	.59	1	.441 (n.s.)

NOTE: n.s.= Non-significant

TABLE A-5

HOURS OF FORMAL TRAINING
AMONG NON-MEMBERS AND BUILDING TEAM MEMBERS
(Among Staff Receiving Training)

	Training Hours			
	1-4	5-8	9-20	> 20
	Percent			
Non-Team Members (42.3)	78.8	9.1	7.6	4.5
BLT (10.3)	56.3	37.5	6.3	0.0
BLMDT (47.4)	54.1	25.7	17.6	2.7
TOTAL (51.4)	64.7	19.9	12.2	3.2

CHI-SQUARE:	Value	DF	Significance
	16.27	6	.010

TABLE A-6

HOURS OF FORMAL TRAINING
AMONG CLASSROOM AND RESOURCE STAFF
(Among Staff Receiving Training)

	Training Hours			
	1-4	5-8	9-20	> 20
	Percent			
Classroom Teachers (47.4)	76.4	12.5	8.3	2.8
Resource Staff (52.6)	55.0	26.3	15.0	3.8
TOTAL	65.1	19.7	11.8	3.3

CHI-SQUARE:	Value	DF	Significance
	7.98	3	.046

TABLE A-7

HOURS OF FORMAL TRAINING
AMONG ELEMENTARY AND SECONDARY STAFF
(Among Staff Receiving Training)

	Training Hours			
	1-4	5-8	9-20	> 20
	Percent			
Elementary Staff (72.2)	**67.0**	20.2	9.2	3.7
Secondary Staff (27.8)	**59.5**	16.7	21.4	2.4
TOTAL	**64.9**	19.2	12.6	3.3

CHI-SQUARE:	Value	DF	Significance
	3.89	3	.273 (n.s.)

NOTE: n.s.= Non-significant

TABLE A-8

PERCEIVED ADEQUACY OF SCHOOL RESOURCES
AMONG NON-MEMBERS AND BUILDING TEAM MEMBERS

	Yes	No	Not Sure
	Percent Response		
Non-Team Members (63.7)	27.1	31.9	**41.0**
BLT (6.4)	**42.1**	**42.1**	15.8
BLMDT (29.8)	33.0	**47.7**	19.3
TOTAL	29.8	**37.3**	32.9

CHI-SQUARE:	Value	DF	Significance
	16.94	4	.001

TABLE A-9

PERCEIVED ADEQUACY OF SCHOOL RESOURCES
AMONG CLASSROOM AND RESOURCE STAFF

	Yes	No	Not Sure
	Percent Response		
Classroom Teachers (64.6)	27.4	30.6	**41.9**
Resource Staff (35.4)	31.4	**50.0**	18.6
TOTAL	28.8	**37.5**	33.7

CHI-SQUARE:	Value	DF	Significance
	18.37	2	.000

TABLE A-10

PERCEIVED ADEQUACY OF SCHOOL RESOURCES
AMONG ELEMENTARY AND SECONDARY STAFF

	Yes	No	Not Sure
	Percent Response		
Elementary Staff (72.1)	32.5	32.5	**34.9**
Secondary Staff (27.9)	21.0	**50.6**	28.4
TOTAL	29.3	**37.6**	33.1

CHI-SQUARE:	Value	DF	Significance
	8.40	2	.014

TABLE A-11

OPINIONS OF CLASSROOM TEACHERS
TOWARD THE SERVICE DELIVERY MODEL

SURVEY ITEM: Do you feel the new Service Delivery Model will:	Definitely Not	Somewhat	Definitely Yes	Not Sure
		Percent Response		
(a) help identify more suitable alternatives to special education placement	1.1	**40.6**	32.2	26.1
(b) permit special education placements to be determined more accurately	1.7	35.2	**41.3**	21.8
(c) permit special education placements to be made in a more timely manner	7.3	26.8	**40.8**	25.1
(d) permit parents to have more involvement in the screening and assessment process	1.1	33.0	**38.0**	27.9
(e) permit parents to feel more comfortable with the placement process	1.7	33.7	**34.8**	29.8
(f) allow students to be mainstreamed more quickly	6.2	**36.0**	32.0	25.8
(g) allow students to be mainstreamed more comfortably	1.7	**38.3**	30.6	29.4
(h) place an unwarranted amount of responsibility on the school staff	5.6	**37.4**	29.6	27.4
(i) require special education centers to provide adequate assistance to schools	2.2	30.9	33.1	**33.7**
(j) help DCPS comply with state standards in a more timely manner	2.8	30.7	33.0	**33.5**

TABLE A-12

OPINIONS OF SPECIAL EDUCATION TEACHERS
TOWARD THE SERVICE DELIVERY MODEL

SURVEY ITEM: Do you feel the new Service Delivery Model will:	Definitely Not	Somewhat	Definitely Yes	Not Sure
	Percent Response			
(a) help identify more suitable alternatives to special education placement	3.6	**49.1**	41.8	5.5
(b) permit special education placements to be determined more accurately	5.5	36.4	**50.9**	7.3
(c) permit special education placements to be made in a more timely manner	12.7	38.2	**40.0**	9.1
(d) permit parents to have more involvement in the screening and assessment process	1.9	35.2	**50.0**	13.0
(e) permit parents to feel more comfortable with the placement process	1.8	43.6	**45.5**	9.1
(f) allow students to be mainstreamed more quickly	11.1	35.2	**40.7**	13.0
(g) allow students to be mainstreamed more comfortably	7.3	**45.5**	36.4	10.9
(h) place an unwarranted amount of responsibility on the school staff	13.0	33.3	**48.1**	5.6
(i) require special education centers to provide adequate assistance to schools	13.0	24.1	**44.4**	18.5
(j) help DCPS comply with state standards in a more timely manner	12.7	0.0	**36.4**	10.9

TABLE A-13

OPINIONS OF SCHOOL PSYCHOLOGISTS
TOWARD THE SERVICE DELIVERY MODEL

SURVEY ITEM: Do you feel the new Service Delivery Model will:	Definitely Not	Somewhat	Definitely Yes	Not Sure
		Percent Response		
(a) help identify more suitable alternatives to special education placement	5.9	47.1	23.5	23.5
(b) permit special education placements to be determined more accurately	12.5	43.8	31.3	12.5
(c) permit special education placements to be made in a more timely manner	17.6	41.2	17.6	23.5
(d) permit parents to have more involvement in the screening and assessment process	5.9	47.1	41.2	5.9
(e) permit parents to feel more comfortable with the placement process	0.0	46.7	26.7	26.7
(f) allow students to be mainstreamed more quickly	17.6	23.5	29.4	29.4
(g) allow students to be mainstreamed more comfortably	0.0	41.2	23.5	35.3
(h) place an unwarranted amount of responsibility on the school staff	35.3	5.9	52.9	5.9
(i) require special education centers to provide adequate assistance to schools	11.8	41.2	23.5	23.5
(j) help DCPS comply with state standards in a more timely manner	23.5	47.1	0.0	29.4

TABLE A-14

OPINIONS OF SOCIAL WORKERS
TOWARD THE SERVICE DELIVERY MODEL

SURVEY ITEM: Do you feel the new Service Delivery Model will:	Definitely Not	Somewhat	Definitely Yes	Not Sure
		Percent Response		
(a) help identify more suitable alternatives to special education placement	0.0	**60.0**	40.0	0.0
(b) permit special education placements to be determined more accurately	0.0	40.0	**60.0**	0.0
(c) permit special education placements to be made in a more timely manner	10.0	**50.07**	30.0	10.0
(d) permit parents to have more involvement in the screening and assessment process	0.0	30.0	**40.0**	30.0
(e) permit parents to feel more comfortable with the placement process	0.0	**60.0**	0.0	40.0
(f) allow students to be mainstreamed more quickly	0.0	**40.0**	**40.0**	20.0
(g) allow students to be mainstreamed more comfortably	0.0	**50.0**	30.0	20.0
(h) place an unwarranted amount of responsibility on the school staff	30.0	**70.0**	0.0	0.0
(i) require special education centers to provide adequate assistance to schools	10.0	0.0	**60.0**	30.0
(j) help DCPS comply with state standards in a more timely manner	20.0	20.0	**40.0**	20.0

TABLE A-15

OPINIONS OF ACADEMIC COUNSELORS
TOWARD THE SERVICE DELIVERY MODEL

SURVEY ITEM: Do you feel the new Service Delivery Model will:	Definitely Not	Somewhat	Definitely Yes	Not Sure
	Percent Response			
(a) help identify more suitable alternatives to special education placement	9.1	**45.5**	36.4	9.1
(b) permit special education placements to be determined more accurately	9.1	31.8	**45.5**	13.6
(c) permit special education placements to be made in a more timely manner	19.0	**42.9**	23.8	14.3
(d) permit parents to have more involvement in the screening and assessment process	4.8	38.1	**47.6**	9.5
(e) permit parents to feel more comfortable with the placement process	4.8	**42.9**	**42.9**	9.5
(f) allow students to be mainstreamed more quickly	4.8	33.3	**38.1**	23.8
(g) allow students to be mainstreamed more comfortably	4.8	**42.9**	28.6	23.8
(h) place an unwarranted amount of responsibility on the school staff	4.8	**38.1**	28.6	28.6
(i) require special education centers to provide adequate assistance to schools	9.5	14.3	**57.1**	19.0
(j) help DCPS comply with state standards in a more timely manner	9.1	13.6	**45.5**	31.8

TABLE A-16

LEVEL OF TRAINING UNDERSTOOD
BY NON-MEMBERS AND BUILDING TEAM MEMBERS

	Not at All	Somewhat	Thoroughly
		Percent Response	
Non-Team Members (44.9)	3.8	65.8	30.4
BLT (9.1)	0.0	68.8	31.3
BLMDT (46.0)	1.2	59.3	39.5
TOTAL	2.3	63.1	34.7

CHI-SQUARE:	Value	DF	Significance
	3.23	4	.518 (n.s.)

NOTE: n.s.= Non-significant

TABLE A-17

LEVEL OF TRAINING UNDERSTOOD
BY CLASSROOM AND RESOURCE STAFF

	Not at All	Somewhat	Thoroughly
		Percent Response	
Classroom Teachers (49.7)	3.5	70.6	25.9
Resource Staff (50.3)	1.2	57.0	41.9
TOTAL	2.3	63.7	33.9

CHI-SQUARE:	Value	DF	Significance
	5.56	2	.061 (n.s.)

NOTE: n.s.= Non-significant

TABLE A-18

LEVEL OF TRAINING UNDERSTOOD
BY ELEMENTARY AND SECONDARY STAFF

	Not at All	Somewhat	Thoroughly
	Percent Response		
Elementary Staff (72.5)	2.4	61.3	36.3
Secondary Staff (27.5)	2.1	72.3	25.5
TOTAL	2.3	64.3	33.3

CHI-SQUARE:	Value	DF	Significance
	1.89	2	.387 (n.s.)

NOTE: n.s.= Non-significant

TABLE A-19

BELIEF THAT ENOUGH TRAINING
INFORMATION WAS PRESENTED
AMONG NON-MEMBERS AND BUILDING TEAM MEMBERS

	Yes	No	Not Sure
	Percent Response		
Non-Team Members (46.0)	42.5	25.0	32.5
BLT (8.6)	66.7	20.0	13.3
BLMDT (45.4)	49.4	31.6	19.0
TOTAL	47.7	27.6	24.7

CHI-SQUARE:	Value	DF	Significance
	6.38	4	.171 (n.s.)

NOTE: n.s.= Non-significant

TABLE A-20

BELIEF THAT ENOUGH TRAINING
INFORMATION WAS PRESENTED
AMONG CLASSROOM AND RESOURCE STAFF

	Yes	No	Not Sure
	Percent Response		
Classroom Teachers (50.3)	**45.9**	23.5	30.6
Resource Staff (49.7)	**47.6**	32.1	20.2
TOTAL	**46.7**	27.8	25.4

CHI-SQUARE:	Value	DF	Significance
	2.95	2	.228 (n.s.)

NOTE: n.s.= Non-significant

TABLE A-21

BELIEF THAT ENOUGH TRAINING
INFORMATION WAS PRESENTED
AMONG ELEMENTARY AND SECONDARY STAFF

	Yes	No	Not Sure
	Percent Response		
Elementary Staff (71.6)	**52.1**	24.0	24.0
Secondary Staff (28.4)	35.4	**37.5**	27.1
TOTAL	**47.3**	27.8	24.9

CHI-SQUARE:	Value	DF	Significance
	4.39	2	.110 (n.s.)

NOTE: n.s.= Non-significant

TABLE A-22

AWARENESS OF ROLE RESPONSIBILITIES
AMONG NON-MEMBERS AND BUILDING TEAM MEMBERS

SURVEY ITEM: Direct Involvement In:	Non-Team Members	BLT	BLMDT
	Percent	Correct	Response
(a) classroom observations and initial intervention	**61.5**	35.0	24.7
(b) classroom teacher consultations with peers, parents and experts before referral	66.1	80.0	**85.4**
(c) classroom documentation and forms for student referrals to BLT	60.9	65.0	**67.4**
(d) classroom referrals in crisis situations	55.2	55.0	**76.4**
(e) parental input in initial intervention	55.2	55.0	**66.3**
(f) development of Individual Student Assistance Plan (ISAP) for classroom implementation	45.4	55.0	**61.8**
(g) screening documentation required for formal assessment	23.6	40.0	**73.0**
(h) parental notification and due process rights	23.6	40.0	**61.8**
(i) parental participation in the screening process	20.1	30.0	**62.9**
(j) parental participation in formal assessment	21.8	50.0	**64.0**
(k) state mandated timeline for assessment and placement	22.4	35.0	**70.8**
(l) qualified examiners for formal assessments	28.2	50.0	**59.6**
(m) state standards for eligibility	28.2	55.0	**64.0**
(n) documentation required to declare eligibility	21.3	55.0	**77.5**

(cont'd)

TABLE A-22
(continued)

AWARENESS OF ROLE RESPONSIBILITIES
AMONG NON-MEMBERS AND BUILDING TEAM MEMBERS

SURVEY ITEM: Direct Involvement In:	Non-Team Members	BLT	BLMDT
	Percent	Correct	Response
(o) development of Individual Education Plans (IEPs)	25.9	50.0	**77.5**
(p) placement levels in special education (Levels I,II,III, etc.)	29.3	50.0	**68.5**
(q) initial (30-day) review after special education placement	27.0	45.0	**66.3**
(r) annual and/or "requested" reviews of special education placements	26.4	35.0	**80.9**
(s) tri-ennial evaluation of special education placements	29.3	40.0	**86.5**
(t) parent participation in tri-ennial evaluations	28.2	50.0	**73.0**
(u) documentation requirements for tri-ennial evaluations	27.0	45.0	**74.2**
(v) mainstreaming referral process	17.8	25.0	**68.5**
(w) state standards on mainstreaming	24.7	40.0	**59.6**
(x) least restrictive environment considerations	17.8	35.0	**75.3**
(y) transferring special education students in/ out of local schools or D.C.Public Schools	31.6	**60.0**	52.8
(z) non-school based resources for special education service delivery	28.7	**65.0**	53.9
(aa) "related services" in special education	19.5	45.0	**73.0**

TABLE A-23
AWARENESS OF ROLE RESPONSIBILITIES
BY STAFF POSITION

SURVEY ITEM: Direct Involvement in:	Classrm Tchers	Spec Ed Tchers	School Psychs	Social Workrs	Acadmc Cnslrs
	Percent Correct Response				
(a) classroom observations and initial intervention	**64.0**	26.3	17.6	10.0	5.0
(b) classroom teacher consultations with peers, parents and experts before referral	71.4	84.2	82.4	80.0	**90.0**
(c) classroom documentation and forms for student referrals to BLT	65.6	68.4	52.9	30.0	**85.0**
(d) classroom referrals in crisis situations	58.2	76.3	58.8	70.0	**95.0**
(e) parental input in initial intervention	58.2	63.2	64.7	30.0	**90.0**
(f) development of Individual Student Assistance Plan (ISAP) for classroom implementation	48.1	63.2	52.9	**70.0**	**70.0**
(g) screening documentation required for formal assessment	26.5	**81.6**	76.5	50.0	55.0
(h) parental notification and due process rights	24.3	68.4	41.2	**70.0**	**70.0**
(i) parental partcipation in the screening process	25.4	**60.5**	52.9	60.0	50.0
(j) parental participation in formal assessment	26.5	63.2	**76.5**	70.0	45.0
(k) state mandated timeline for assessment and placement	24.9	65.8	**94.1**	60.0	55.0
(l) qualified examiners for formal assessments	31.7	63.2	**88.2**	40.0	30.0
(m) state standards for eligibility	31.2	60.5	**82.4**	60.0	50.0
(n) documentation required to declare eligibility	25.4	**84.2**	82.4	70.0	55.0

(cont'd)

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TABLE A-23
(continued)
AWARENESS OF ROLE RESPONSIBILITIES
BY STAFF POSITION

SURVEY ITEM: Direct Involvement In:	Classrm Tchers	Spec Ed Tchers	School Psychs	Social Workrs	Acadmc Cnslrs
	Percent Correct Response				
(o) development of Individual Education Plans (IEPs)	29.6	**84.2**	76.5	80.0	55.0
(p) placement levels in special education (Levels I,II,III, etc)	32.8	**78.9**	64.7	70.0	40.0
(q) initial (30-day) review after special education placement	30.7	**76.3**	52.9	50.0	50.0
(r) annual and/or "requested" reviews of special education placements	29.6	76.3	70.6	**100.0**	65.0
(s) tri-ennial evaluation of special education placements	32.3	84.2	94.1	**100.0**	60.0
(t) parent participation in tri-ennial evaluations	31.7	68.4	70.6	**90.0**	65.0
(u) documentation requirements for tri-ennial evaluations	30.7	73.7	**82.4**	80.0	50.0
(v) mainstreaming referral process	21.7	65.8	**76.5**	50.0	45.0
(w) state standards on mainstreaming	28.6	**68.4**	58.8	40.0	40.0
(x) least restrictive environment considerations	22.2	73.7	76.5	**90.0**	50.0
(y) transferring special education students in/out of local schools or D.C. Public Schools	32.3	**65.8**	58.8	50.0	40.0
(z) non-school based resources for special education service delivery	31.2	55.3	**70.6**	50.0	55.0
(aa) "related services" in special education	22.8	68.4	**94.1**	80.0	55.0

TABLE A-24

AWARENESS OF ROLE RESPONSIBILITIES
AMONG ELEMENTARY AND SECONDARY STAFF

SURVEY ITEM: Direct Involvement In:	Elementary	Secondary
	Percent Correct Response	
(a) classroom observations and initial intervention	**51.9**	38.0
(b) classroom teacher consultations with peers, parents and experts before referral	**76.0**	66.2
(c) classroom documentation and forms for student referrals to BLT	**65.4**	59.2
(d) classroom referrals in crisis situations	**63.9**	59.2
(e) parental input in initial intervention	**60.1**	56.3
(f) development of Individual Student Assistance Plan (ISAP) for classroom implementation	**57.7**	31.0
(g) screening documentation required for formal assessment	36.5	**49.3**
(h) parental notification and due process rights	31.3	**50.7**
(i) parental participation in the screening process	32.7	**40.8**
(j) parental participation in formal assessment	34.6	**46.5**
(k) state mandated timeline for assessment and placement	34.1	**49.3**
(l) qualified examiners for formal assessments	37.0	**45.1**
(m) state standards for eligibility	37.0	**53.5**
(n) documentation required to declare eligibility	37.5	**49.3**

(cont'd)

TABLE A-24
(continued)

AWARENESS OF ROLE RESPONSIBILITIES
AMONG ELEMENTARY AND SECONDARY STAFF

SURVEY ITEM: Direct Involvement In:	Elementary	Secondary
	Percent Correct Response	
(o) development of Individual Education Plans (IEPs)	39.9	52.1
(p) placement levels in special education (Levels I,II,III, etc.)	39.9	50.7
(q) initial (30-day) review after special education placement	39.4	43.7
(r) annual and/or "requested" reviews of special education placements	40.4	52.1
(s) tri-ennial evaluation of special education placements	42.8	60.6
(t) parent participation in tri-ennial evaluations	38.9	59.2
(u) documentation requirements for tri-ennial evaluations	37.5	59.2
(v) mainstreaming referral process	29.8	46.5
(w) state standards on mainstreaming	32.2	49.3
(x) least restrictive environment considerations	33.2	46.5
(y) transferring special education students in/out of local schools or D.C. Public Schools	39.4	42.3
(z) non-school based resources for special education service delivery	37.5	45.1
(aa) "related services" in special education	32.7	52.1

TABLE A-25

LEVEL OF TRAINING NEEDS IDENTIFIED
BY CLASSROOM TEACHERS

SURVEY ITEM: Indicate the amount of additional training you feel you need in each of the following areas:	None	Moderate	Intensive
	Percent Response		
(a) classroom observations and initial intervention	37.0	**47.1**	15.9
(b) classroom teacher consultations with peers, parents and experts before referral	37.6	**48.1**	14.3
(c) classroom documentation and forms for student referrals to BLT	34.9	**44.4**	20.6
(d) classroom referrals in crisis situations	29.6	**46.0**	24.3
(e) parental input in initial intervention	37.6	**45.0**	17.5
(f) development of Individual Student Assistance Plan (ISAP) for classroom implementation	33.3	**38.1**	28.6
(g) screening documentation required for formal assessment	33.3	**37.6**	29.1
(h) parental notification and due process rights	**39.2**	**39.2**	21.7
(i) parental participation in the screening process	**38.6**	37.6	23.8
(j) parental participation in formal assessment	**38.1**	**38.1**	23.8
(k) state mandated timeline for assessment and placement	**35.4**	32.3	32.3
(l) qualified examiners for formal assessments	33.9	29.6	**36.5**
(m) state standards for eligibility	33.3	**33.9**	32.8
(n) documentation required to declare eligibility	32.3	**36.5**	31.2

(cont'd)

TABLE A-25
(continued)

LEVEL OF TRAINING NEEDS IDENTIFIED
BY CLASSROOM TEACHERS

SURVEY ITEM: Indicate the amount of additional training you feel you need in each of the following areas:	None	Moderate	Intensive
	Percent Response		
(o) development of Individual Education Plans (IEPs)	38.6	27.0	34.4
(p) placement levels in special education (Levels I, II,III, etc.)	33.3	34.9	31.7
(q) initial (30-day) review after special education placement	38.6	31.2	30.2
(r) annual and/or "requested" reviews of special education placements	39.2	29.1	31.7
(s) tri-ennial evaluation of special education placements	40.2	27.5	32.3
(t) parent participation in in tri-ennial evaluations	44.4	28.0	27.5
(u) documentation requirements for tri-ennial evaluations	41.3	29.6	29.1
(v) mainstreaming referral process	38.1	36.0	25.9
(w) state standards on mainstreaming	37.6	31.7	30.7
(x) least restrictive environment considerations	33.9	30.7	27.5
(y) transferring special education students in/out of local schools or D.C. Public Schools	39.7	30.7	29.6
(z) non-school based resources for special education service delivery	34.9	33.3	31.7
(aa) "related services" in special education	34.9	38.1	27.0

TABLE A-26

LEVEL OF TRAINING NEEDS IDENTIFIED
BY SPECIAL EDUCATION TEACHERS

SURVEY ITEM: Indicate the amount of additional training you feel you need in each of the following areas:	None	Moderate	Intensive
	Percent Response		
(a) classroom observations and initial intervention	64.3	25.0	10.7
(b) classroom teacher consultations with peers, parents and experts before referral	60.7	26.8	12.5
(c) classroom documentation and forms for student referrals to BLT	51.8	30.4	17.9
(d) classroom referrals in crisis situations	35.7	33.9	30.4
(e) parental input in initial intervention	48.2	32.1	19.6
(f) development of Individual Student Assistance Plan (ISAP) for classroom implementation	46.4	32.1	21.4
(g) screening documentation required for formal assessment	46.4	33.9	19.6
(h) parental notification and due process right	64.3	25.0	10.7
(i) parental participation in screening process	55.4	35.7	8.9
(j) parental participation in formal assessment	53.6	32.1	14.3
(k) state mandated timeline for assessment and placement	48.2	35.7	16.1
(l) qualified examiners for formal assessments	55.4	30.4	14.3
(m) state standards for eligibility	46.4	42.9	10.7
(n) documentation required to declare eligibility	55.4	35.7	8.9

TABLE A-26
(continued)

LEVEL OF TRAINING NEEDS IDENTIFIED
BY SPECIAL EDUCATION TEACHERS

SURVEY ITEM: Indicate the amount of additional training you feel you need in each of the following areas:	None	Moderate	Intensive
	Percent Response		
(o) development of Individual Education Plans (IEPs)	75.0	17.9	7.1
(p) placement levels in special education (Levels I, II, III, etc.)	60.7	21.4	17.9
(q) initial (30-day) review after special education placement	58.9	28.6	12.5
(r) annual and/or "requested" reviews of special education placements	67.9	25.0	7.1
(s) tri-ennial evaluation of special education placements	57.1	30.4	12.5
(t) parent participation in in tri-ennial evaluations	64.3	30.4	5.4
(u) documentation requirements for tri-ennial evaluations	66.1	25.0	8.9
(v) mainstreaming referral process	58.9	30.4	10.7
(w) state standards on mainstreaming	46.4	37.5	16.1
(x) least restrictive environment considerations	62.5	28.6	8.9
(y) transferring special education students in/out of local schools or D.C. Public Schools	35.7	33.9	30.4
(z) non-school based resources for special education service delivery	42.9	37.5	19.6
(aa) "related services" in special education	55.4	26.8	17.9

TABLE A-27

LEVEL OF TRAINING NEEDS IDENTIFIED
BY SCHOOL PSYCHOLOGISTS

SURVEY ITEM: Indicate the amount of additional training you feel you need in each of the following areas:	None	Moderate	Intensive
	Percent Response		
(a) classroom observations and initial intervention	94.1	5.9	0.0
(b) classroom teacher consultations with peers, parents and experts before referral	88.2	11.8	0.0
(c) classroom documentation and forms for student referrals to BLT	82.4	11.8	5.9
(d) classroom referrals in crisis situations	52.9	41.2	5.9
(e) parental input in initial intervention	76.5	17.6	5.9
(f) development of Individual Student Assistance Plan (ISAP) for classroom implementation	76.5	23.5	0.0
(g) screening documentation required for formal assessment	82.4	17.6	0.0
(h) parental notification and due process rights	100.0	0.0	0.0
(i) parental participation in screening process	82.4	17.6	0.0
(j) parental participation in formal assessment	88.2	5.9	5.9
(k) state mandated timeline for assessment and placement	88.2	11.8	0.0
(l) qualified examiners for formal assessments	88.2	11.8	0.0
(m) state standards for eligibility	76.5	17.6	5.9
(n) documentation required to declare eligibility	76.5	23.5	0.0

(cont'd)

TABLE A-27
(continued)
LEVEL OF TRAINING NEEDS IDENTIFIED
BY SCHOOL PSYCHOLOGISTS

SURVEY ITEM: Indicate the amount of additional training you feel you need in each of the following areas:	None	Moderate	Intensive
	Percent Response		
(o) development of Individual Education Plans (IEPs)	70.6	17.6	11.8
(p) placement levels in special education (Levels I, II,III, etc.)	82.4	11.8	5.9
(q) initial (30-day) review after special education placement	58.8	35.3	5.9
(r) annual and/or "requested" reviews of special education placements	88.2	11.8	0.0
(s) tri-ennial evaluation of special education placements	82.4	17.6	0.0
(t) parent participation in in tri-ennial evaluations	88.2	11.8	0.0
(u) documentation requirements for tri-ennial evaluations	82.4	11.8	5.9
(v) mainstreaming referral process	70.6	29.4	0.0
(w) state standards on mainstreaming	64.7	29.4	5.9
(x) least restrictive environment considerations	82.4	17.6	0.0
(y) transferring special education students in/out of local schools or D.C. Public Schools	58.8	41.2	0.0
(z) non-school based resources for special education service delivery	58.8	29.4	11.8
(aa) "related services" in special education	70.6	29.4	0.0

TABLE A-28

LEVEL OF TRAINING NEEDS IDENTIFIED
BY SCHOOL SOCIAL WORKERS

SURVEY ITEM: Indicate the amount of additional training you feel you need in each of the following areas:	None	Moderate	Intensive
	Percent Response		
(a) classroom observations and initial intervention	70.0	30.0	0.0
(b) classroom teacher consultations with peers, parents and experts before referral	90.0	10.0	0.0
(c) classroom documen-- tation and forms for student referrals to BLT	70.0	30.0	0.0
(d) classroom referrals in crisis situations	80.0	10.0	10.0
(e) parental input in initial intervention	80.0	20.0	0.0
(f) development of Individual Student Assistance Plan (ISAP) for classroom implementation	50.0	30.0	20.0
(g) screening documentation required for formal assessment	80.0	20.0	0.0
(h) parental notification and due process rights	90.0	10.0	0.0
(i) parental participation in screening process	90.0	10.0	0.0
(j) parental participation in formal assessment	90.0	10.0	0.0
(k) state mandated timeline for assessment and placement	80.0	0.0	20.0
(l) qualified examiners for formal assessments	80.0	10.0	10.0
(m) state standards for eligibility	60.0	40.0	0.0
(n) documentation required to declare eligibility	70.0	10.0	20.0

(cont'd)

TABLE A-28
(continued)

LEVEL OF TRAINING NEEDS IDENTIFIED
BY SCHOOL SOCIAL WORKERS

SURVEY ITEM: Indicate the amount of additional training you feel you need in each of the following areas:	None	Moderate	Intensive
	Percent Response		
(o) development of Individual Education Plans (IEPs)	**50.0**	40.0	10.0
(p) placement levels in special education (Levels I, II,III, etc.)	**50.0**	**50.0**	0.0
(q) initial (30-day) review after special education placement	**70.0**	20.0	10.0
(r) annual and/or "requested" reviews of special education placements	**80.0**	20.0	0.0
(s) tri-ennial evaluation of special education placements	**80.0**	20.0	0.0
(t) parent participation in tri-ennial evaluations	**90.0**	10.0	0.0
(u) documentation requirements for tri-ennial evaluations	**80.0**	20.0	0.0
(v) mainstreaming referral process	40.0	**50.0**	10.0
(w) state standards on mainstreaming	30.0	**70.0**	0.0
(x) least restrictive environment considerations	**50.0**	**50.0**	0.0
(y) transferring special education students in/out of local schools or D.C. Public Schools	40.0	**50.0**	10.0
(z) non-school based resources for special education service delivery	**60.0**	30.0	10.0
(aa) "related services" in special education	**70.0**	30.0	0.0

TABLE A-29

LEVEL OF TRAINING NEEDS IDENTIFIED
BY ACADEMIC COUNSELORS

SURVEY ITEM: Indicate the amount of additional training you feel you need in each of the following areas:	None	Moderate	Intensive
	Percent Response		
(a) classroom observations and initial intervention	63.6	36.4	0.0
(b) classroom teacher consultations with peers, parents and experts before referral	63.6	36.4	0.0
(c) classroom documentation and forms for student referrals to BLT	63.6	31.8	4.5
(d) classroom referrals in crisis situations	59.1	27.3	13.6
(e) parental input in initial intervention	54.5	45.5	0.0
(f) development of Individual Student Assistance Plan (ISAP) for classroom implementation	59.1	27.3	13.6
(g) screening documentation required for formal assessment	59.1	22.7	18.2
(h) parental notification and due process rights	59.1	36.4	4.5
(i) parental participation in screening process	63.6	31.8	4.5
(j) parental participation in formal assessment	59.1	36.4	4.5
(k) state mandated timeline for assessment and placement	59.1	31.8	9.1
(l) qualified examiners for formal assessments	63.6	18.2	18.2
(m) state standards for eligibility	54.5	22.7	22.7
(n) documentation required to declare eligibility	59.1	27.3	13.6

(cont'd)

TABLE A-29
(continued)

LEVEL OF TRAINING NEEDS IDENTIFIED
BY ACADEMIC COUNSELORS

SURVEY ITEM: Indicate the amount of additional training you feel you need in each of the following areas:	None	Moderate	Intensive
	Percent Response		
(o) development of Individual Education Plans (IEPs)	59.1	22.7	18.2
(p) placement levels in special education (Levels I, II,III, etc.)	59.1	18.2	22.7
(q) initial (30-day) review after special education placement	59.1	27.3	13.6
(r) annual and/or "requested" reviews of special education placements	63.6	27.3	9.1
(s) tri-ennial evaluation of special education placements	59.1	27.3	13.6
(t) parent participation in tri-ennial evaluations	68.2	22.7	9.1
(u) documentation requirements for tri-ennial evaluations	59.1	31.8	9.1
(v) mainstreaming referral process	59.1	31.8	9.1
(w) state standards on mainstreaming	59.1	31.8	9.1
(x) least restrictive environment considerations	59.1	31.8	9.1
(y) transferring special education students in/out of local schools or D.C. Public Schools	50.0	36.4	13.6
(z) non-school based resources for special education service delivery	54.5	31.8	13.6
(aa) "related services" in special education	59.1	31.8	9.1